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In 1960 Dr. Mohan Sinha Mehta, Vice-Chancellor of the University of Rajasthan, proposed the Department of Adult Education. Canada was chosen as a source of help, because the comprehensive purpose and program of university extension in North American approximated the needs of India. Dr. Mehta sought financial help from Canada via the Canada External Aid Office, which later was aided by the University of British Columbia. In 1964 a contract was approved: in November, the first two Canadian advisers arrived at Rajasthan and immediately conducted a state-wide exploratory study to find out how university resources could best serve the people. The followup resulted in the beginning of five programs: correspondence study, evening colleges: both a Center and an Institute for Continuing Education: and a degree program in adult education. The entire 4-year project can be evaluated as a success if the criterion was that a good adult education department was set up and being run by Indians by the time the Canadians left. (se)

SEEDS OF PROMISE

University Adult Education in Rajasthan

EDO 30027

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SEEDS OF PROMISE

University Adult Education in Rajasthan

A FOUR YEAR REPORT

BY

KNUTE BUTTEDAHL

AC 004 071

SEPTEMBER 1968
Department of University Extension
The University of British Columbia
VANCOUVER, Canada

India
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MADRAS
LACCADIVE ISLANDS (INDIA)
Trivandrum
ANDAMAN & NICOBAR ISLANDS (INDIA)

CONTENTS

		Page
CHAPTER 1.	**An Overview**	3
CHAPTER 2.	**The Setting for Adult Education**	
	A. Adult Education in India	5
	B. The State of Rajasthan	6
CHAPTER 3.	**The University of Rajasthan**	
	A. Organization of the University	11
	B. The Department of Adult Education	12
	C. Negotiations with Canada	15
CHAPTER 4.	**The "Colombo Plan" Contract**	
	A. The Objectives	17
	B. The Terms of Agreement	17
CHAPTER 5.	**Phase One: The Survey and Plan**	
	A. A Survey of Needs	19
	B. The Recommendations	20
	C. Phasing of the Plan	21
CHAPTER 6.	**Phase Two: The Follow-Up**	
	A. Correspondence Study	23
	B. Evening Colleges	23
	C. Centre for Continuing Education	24
	D. Degree Program in Adult Education	25
	E. Institute for Continuing Education	26
	F. The University and Literacy	26
	G. Education and National Development	29
CHAPTER 7.	**Phase Three: Demonstration**	
	A. Methods and Techniques	31
	B. Subject Matter and Resource People	31
	C. Clientele	32
	D. Location and Timing	32
	E. Advertising	33
	F. Fees	33
CHAPTER 8.	**Phase Four: Implementation**	
	A. Diploma in Adult Education	35
	B. Evening Colleges	36
	C. Correspondence Studies	36
	D. Centre for Continuing Education	36
	E. Institute for Continuing Education	37
CHAPTER 9.	**Ancillary Developments**	
	A. Growth of Organizations	39
	B. Private Canadian Contributions	40
	C. Support for CUSO	41
	D. Volunteers in the Project	41
	E. Consultation	41
	F. Equipment	47
	G. Adult Education Library	47
	H. Publications	48
CHAPTER 10.	**The Seeds are Sown**	51
APPENDIX	The Advisers	
	The Project Directors	

CHAPTER 1

An Overview

This report is intended as a record of four years of Canadian contribution to the development of adult education at the University of Rajasthan, India. It is written as a testimony to the universal nature of the professional field known as Adult Education and to the fellowship among adult educators which transcends national boundaries.

It is a summary report to The University of British Columbia and to the Canada External Aid Office*. It is through their good offices and with their support that the Rajasthan Adult Education Project has functioned for four years.

Much has happened in four years and it would take volumes to chronicle all the activities in which the Canadian Advisers have been involved. Rather than do this, the report attempts only to analyze some of the more significant activities and developments which may have a lasting effect upon university adult education in Rajasthan and even India as a whole.

Because this report is written specifically for Canadians, it seemed useful first to describe the setting within which the Project took place. Although developments were not as orderly and precise as suggested by the description of the four phases, this nevertheless seemed to be a useful way of giving some chronological order to the many significant things that happened.

Each of the advisers has had a different experience in Rajasthan and no doubt could give a slightly different evaluation of the activities in which he was involved. Therefore, the author must assume full responsibility for the interpretation and evaluation which is set down herein, as well as for excluding mention of other worthy activities. Readability as well as space was one governing factor.

The reader of this report should realize that the Rajasthan Adult Education Project was the base for two-way learning. The Canadian Advisers, without a doubt, received more than they could hope to give in return. It was a unique experience for each of the six Canadians who had the opportunity to test their skills and experience in the laboratory, which was Rajasthan. When this new experience was coupled with the friendship and hospitality of our Indian colleagues, it produced the stuff out of which life-long memories are made. Each Adviser today considers himself a better adult educator as a result of his experience in India.

This report can justifiably be termed a success story. It is hoped that the reader arrives at the same conclusion by the time he reaches the final page.

* *Recenty renamed the Canadian International Development Agency.*

CHAPTER 2

The Setting For Adult Education

A. ADULT EDUCATION IN INDIA

India has attached much importance to adult education over many decades. Her social education program, with its emphasis on the eradication of illiteracy, has commanded world-wide attention, as has her Community Development program of "practised democracy". The development of lending libraries and the encouragement of publications have been making more reading materials available for independent study. Radio listening groups, mobile educational vans, and educational films in commercial cinemas have been a part of the Indian scene for years.

Vidyapeeths, the residential adult education colleges modelled after the Danish Folk Schools, have trained many village leaders. Official agencies such as the National Fundamental Education Centre, the National Cooperative Union, All India Radio, and the Central Board for Workers' Education, have years of successful operation behind them.

Complementing the adult education work of the public sector are countless voluntary agencies scattered over the whole of India. Few of these voluntary groups have ever appeared on any inventory of organizations, but they have taken root wherever a handful of men have banded together to make a voluntary contribution towards the uplift of those who are less fortunate. Other agencies, such as Literacy House in Lucknow, not only are known throughout India, but also have world-wide recognition.

Universities also have been involved in adult education. A number of universities provide opportunities for employed adults to attent classes in the evening – the Evening College concept. Others have developed seminars, short refresher courses and summer schools, mainly for teachers and for agricultural workers. Delhi University offers a correspondence program leading to the Bachelor's degree.

The provision of extension lectures, often subsidized by the University Grants Commission, has been a long standing practice at many Indian universities, and a start has been made at several universities to evolve a form of organization to give special attention to adult education. Delhi has had a Directorate of Correspondence Courses and Continuing Education since 1962. Poona has its Board of Extra Mural Studies. Madras has Extension Lectures Boards in affiliated centres. The practice in many other universities has been to conduct extension programs through the existing teaching departments. In the government teacher training colleges and in the agricultural colleges the Extension Services Department has become a traditional and integral part of the college operation. It was in the 1930's that extension lectures started to flourish at Mysore University, which as early as 1916 provided for the establishment of Extension and Publications Departments.

In order to supplement urban food requirements, the cultivation of vegetables is encouraged near every city and town in the State.

Giving leadership and guidance to this heterogeneity of activities is the Indian Adult Education Association. Founded in 1939, the Association has been the main voluntary group in India concerned about adult education. For these many years it has provided opportunities for adult education workers to exchange information about the many kinds of adult education activities, to exchange views about the development of adult education, and to discuss the many problems of operating with scarce resources.

These few illustrations will suffice to emphasize that adult education is not some new fad or a foreign import in India. Adult education permeates the whole fabric of Indian society. It is both official and voluntary, and it has long been a part of the Indian tradition.

It was upon this base that the Canadian Advisers in Adult Education at the University of Rajasthan were able to build.

B. THE STATE OF RAJASTHAN

Rajasthan is India's third largest State in area, 132,147 square miles. It encompasses a population which exceeds that of the whole of Canada, over 20 million. Situated southwest of New Delhi, Rajasthan shares her western border with West Pakistan.

It is the home of the Rajputs, who are well-known for their valor and chivalry. The Rajputs under the leadership of Mewar offered a stubborn and heroic resistance to the Moguls, a resistance which lasted for about 400 years and contributed eventually to the fall of the great Mogul Empire in India. The other two main communities in Rajasthan are the tribal Bhils and the Meenas, who claim to be the oldest inhabitants.

The present State of Rajasthan is a combination of some 22 princely states, large and small, whose Princes or Maharajas enjoyed considerable

In spite of low and erratic rainfall, the Rajasthan farmer by sheer dint of hard labor produces an extraordinary harvest.

independence and powers with respect to internal administration during the period of British rule. Commencing in 1948, a series of amalgamations took place which, by 1956 finally welded together what today is Rajasthan.

The men and women of Rajasthan have a fervor for color in their dress which contrasts with the sand. The great Thar Desert covers the whole north-west portion of the State. Here, the sparse population must depend on tube wells bored to a depth of 800 to 1200 feet. The Aravali Hills divide Rajasthan into two parts. The southeast portion has a varied territory of extensive hill ranges, fertile table lands, and a few forests. Here the Chambal River is the site for an extensive irrigation and industrial scheme in which Canada has played a key role by giving technical and financial assistance to developing an atomic power project.

Eight out of every ten people in the State live in the over 33,000 villages. Once at the bottom of the literacy scale, Rajasthan has made valiant efforts to eradicate illiteracy but, like the rest of the country, her efforts are hard pressed to keep pace with the population explosion.

The famous pink city of Jaipur is the largest in the State with a population of close to one-half million. Founded in 1728 by Sawai Jai Singh II, the famous astronomer-prince, Jaipur was laid out in accordance with the principles of town planning then found in many renowned European cities. Broad streets are flanked by houses with latticed windows. Red sandstone and rose-pink plaster add to the resplendent grandeur of Rajasthan's capital city.

It is in one of the newest modern suburbs of Jaipur outside the old walled city, where the campus of the University of Rajasthan has been located and where, for four years, the Canadian Advisers maintained their headquarters.

Trees and lawns flourish on the campus of the University of Rajasthan where a decade ago there were sand dunes. The Administration Building on the right and the Science Building in the background.

CHAPTER 3

The University Of Rajasthan

A. ORGANIZATION OF THE UNIVERSITY

The Rajasthan University Act was promulgated in July 1947. The University's jurisdiction extended over all of Rajasthan and thus academic integration was achieved on the eve of Indian independence. Initially, the University controlled university, high school and intermediate examinations, but in 1957 the Board of Secondary Education was constituted and control of high school education was transferred to it.

The University is directly involved in teaching and research as well as being the affiliating body for colleges throughout the whole state. Over 80 colleges are now affiliated to the University. In addition, four government colleges in Jaipur have been taken under the direct administration of the University as constituent colleges.

A few colleges in 1962 became part of the newly founded universities of Jodhpur and Udaipur. The Birla Colleges at Pilani were amalgamated in 1964 with the Birla Institute of Technology.

The University campus has become one of the most attractive areas of Jaipur. Spacious lawns and shrubbery and trees have pushed back the sand dunes. Ingenious barriers at each campus gate keep most of the wandering cows out of the flower beds. The teaching blocks, the administrative block, and the library form an inner quadrangle on the campus. Built from locally quarried stone, capped by picturesque cupolas, the buildings stand as a testimony to the architectural tradition of the region.

The Governor of Rajasthan is the Chancellor of the University. The Vice-Chancellor, a full-time paid officer, is the chief executive of the University, and the Syndicate is the executive body which controls and administers the property and funds of the University. Funds for development and operation come from the State Government and from the University Grants Commission, supplemented by a small contribution from student fees.

The statutes and ordinances under which the University functions are made, amended, and repealed by the Senate, which also considers the annual report, the annual accounts and the financial estimates of the University. In addition, there is an Academic Council which is responsible for the maintenance of standards in teaching and in examinations.

The University conducts courses in a number of faculties. To promote an inter-disciplinary approach, departments have been grouped in different schools, such as School of Humanities, School of Social Sciences, School of Sciences, School of Law, and School of Commerce.

The University of Rajasthan is the only one in the country with a full-fledged Department of Adult Education, which was started in November 1962.

B. THE DEPARTMENT OF ADULT EDUCATION

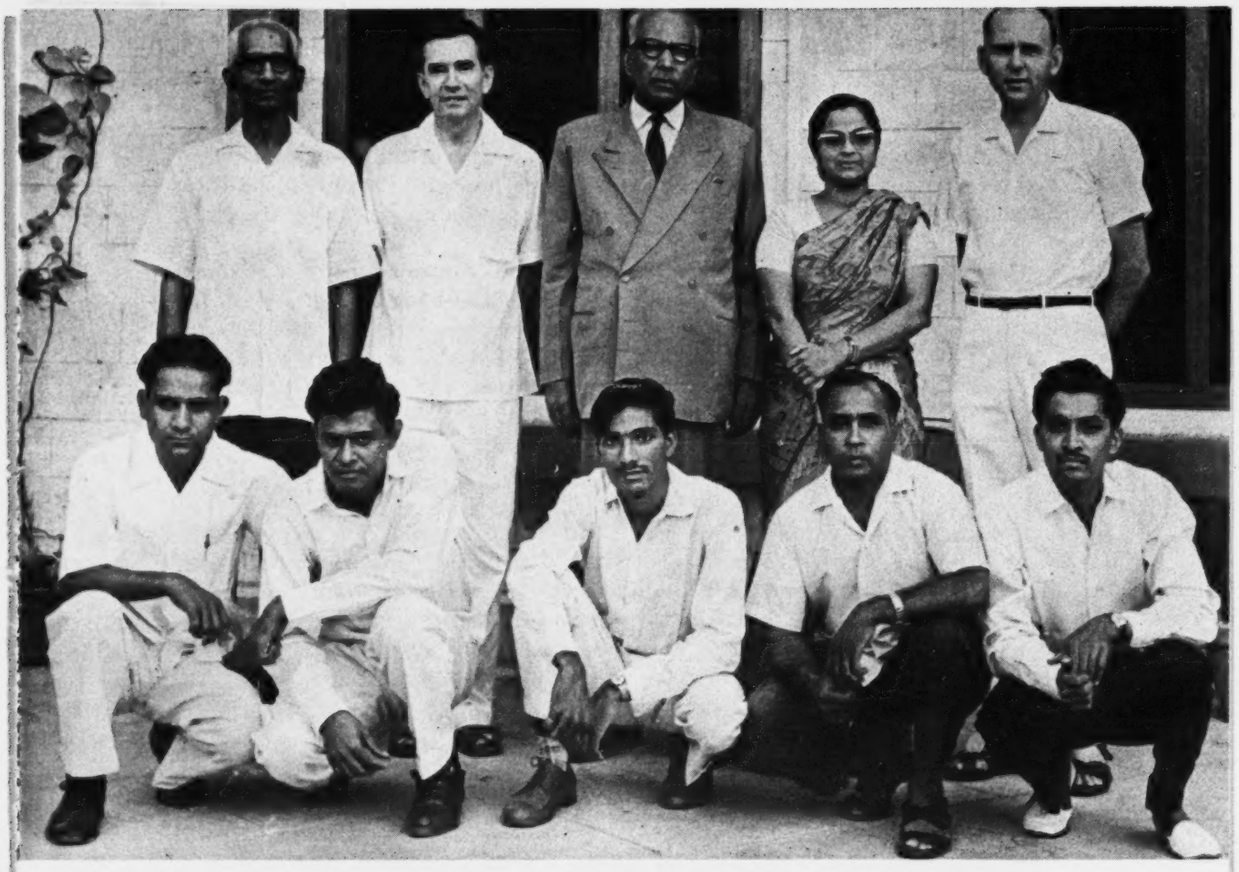
In 1960, Dr. Mohan Sinha Mehta became Vice-Chancellor of the University of Rajasthan. Barrister, teacher, magistrate, chief minister, and ambassador, Dr. Mehta had a long and distinguished career of public service. He was Chief Minister (premier) of Banswara State and then in succession, Ambassador to the Netherlands, High Commissioner to Pakistan, Ambassador to Switzerland, and finally a member of the Indian delegation to the United Nations General Assembly in 1959.

For many years Dr. Mehta also served as President of the Indian Adult Education Association, a position which he still holds. With his deep interest in adult education it was not suprising that after assuming the office of Vice-Chancellor of the University of Rajasthan, he should propose the establishment of a Department of Adult Education.

In the summer of 1961 Dr. J.Roby Kidd, who was the Director of the Canadian Association for Adult Education, met Dr. Mehta in India. Further contacts followed during a visit to India in February 1962 by Dr. John K. Friesen, the then Director of Extension at the University of British Columbia. Dr. Mehta enlisted the support of both these men in his quest for assistance for his dream of having his university serve the broad needs of the people of Rajasthan through an extension service.

In April of 1962 Dr. Mehta visited Canada and explored the possibilities of assistance with The University of British Columbia and with the Department of External Affairs at Ottawa.

Upon Dr. Mehta's return to Rajasthan, a Department of Adult Education was established with the aim of identifying "the University and its activities as closely and as directly with the general interest of the community as it is possible to do....The whole idea is to break away from rigid traditions and cultivate a new and broad outlook of social utility and adaptability."



The Vice-Chancellor and staff of the Department of Adult Education at the University of Rajasthan with the Canadian Advisers in 1965.

C. NEGOTIATIONS WITH CANADA

As the new Department of Adult Education commenced operation in July of 1962, negotiations continued with Canada. The next step was to initiate a proposal to the Government of India that a request for technical assistance under the Colombo Plan be made officially to Canada. Although during this period there was a rapid turnover of Directors and part-time Directors, the University succeeded in launching the Department of Adult Education.

The choice of Canada as a source from which to seek help was made because the comprehensive purpose and programs of university extension in North America closely approximated the needs of emerging India, where the university could not afford to be only a repository of knowledge isolated from the community. The social and economic issues are of such magnitude that every sector of society including the university must be mobilized in the community development process.

North America has developed its own unique institutional patterns for the provision of adult education. Its universities have accepted responsibility for providing a wide range of extension activities designed to meet the needs of the community. In Canada and the United States, adult education is both an activity and a discipline, and in this respect it differs materially

from the rest of the world. Nowhere else has there been such an amassing of research findings about the organization and operation of educational programs for the adult population. Nowhere else has this been studied as extensively, nor such a large body of literature produced on the subject.

It was a bold step by Dr. M.S. Mehta to seek assistance from North America even though he had been encouraged by Drs. Kidd and Friesen. As W.E. Styler of the University of Hull pointed out in his book on *Adult Education in India* (Oxford University Press, 1966), "Rajasthan is not a particularly good state for university extra-mural work since it is primarily agricultural and has one of the lowest literacy rates of the Indian States. If the new Department establishes itself successfully it will prove that university work in adult education is possible anywhere in India."

In due course, the Canada External Aid Office sought out the help of The University of British Columbia. Finally, in 1964, negotiations were concluded and a contract was approved between the Governments of India and Canada and the Universities of Rajasthan and British Columbia, which by November saw the appointment of the first two Canadian Advisers and their arrival on the campus of the University of Rajasthan.

CHAPTER 4

The Colombo Plan Contract

A. THE OBJECTIVES

The prime objective of the agreement made between the Canada External Aid Office and The University of British Columbia was that U.B.C. was "to assist in the development of the Department of Adult Education, University of Rajasthan, including the initiating of a research program in adult education." The Canadian Advisers assigned to the project were "to assist in the planning, organization, development and implementation of adult education courses, seminars, curricula, library facilities and other related matters."

The Advisers also were expected to carry out related teaching. Finally, because the success of this project would be dependent upon eventually leaving the Department of Adult Education in the hands of trained and competent Indians, the Advisers were "to interview and make recommendations on students intending to study adult education in Canada."

B. THE TERMS OF AGREEMENT

The contract provided for a team of two Advisers to be recruited and assigned from time to time by The University of British Columbia to the University of Rajasthan over a period of three years, terminating on August 31, 1967. Subsequently, an extension of one year was agreed upon between the Canada External Aid Office and The University of British Columbia at the request of the University of Rajasthan. The project, therefore, functioned for a total of four years before being concluded on August 31, 1968.

The Canada External Aid Office paid the salary of the Advisers as well as all transportation costs to India and return for Advisers and their families. Under the Colombo Plan, the sponsoring authorities contribute only local costs and, therefore, the University of Rajasthan provided as its share furnished living accommodation, office space and secretarial services for the Canadian Advisers. In addition, the University provided the cost of transportation in Rajasthan as per rules whenever the Advisers received sanction to travel off-campus on duty. Medical assistance also was provided on the same basis as to the University faculty.

Another very important provision of the Agreement was that Canada would provide up to $10,500 for the purchase and shipment to Rajasthan of equipment, books, and other publications to support the adult education work of the University. The total commitment which Canada was prepared to make for the four year period was $230,000. The following summary will highlight the accomplishments of four years of Canadian support.

Left: Survey team visits a Rajasthan village to collect data for the 1965 study and are met by the village musician. Centre: An interview team receiving instructions from the field supervisor as they prepare for a house to house survey to gather data for the 1965 plan. Right: Canadian Adviser James Draper (on the left) interviews a Rajasthani villager with the interpretive assistance of Shri O.P. Shrivastava, field supervisor for the 1965 survey.

CHAPTER 5

Phase One: The Survey And Plan

A. A SURVEY OF NEEDS

The first major task undertaken by the team of Advisers appointed to the project was to plan and conduct a state-wide exploratory study to find out how university resources could best serve the people of Rajasthan. The Canadian Advisers agreed with the recommendations of the Department's Advisory Committee which had in 1963 emphasized that a program should be firmly based on community needs and that surveys and research on these needs should be the first step.

The survey was conducted over a fairly short period of time and was intended to be a general stock-taking rather than an intensive research study. Dozens of groups and agencies and hundreds of individuals were interviewed in 16 representative villages and in six urban centres in Rajasthan. The University Grants Commission provided a grant to assist in hiring and training an interview staff which travelled from village to village over a three month period.

In spite of some limitations, the survey did meet the purpose for which it was intended, namely, to give the Department of Adult Education an overview of adult needs and to establish contact with many groups and individuals to whom the University of Rajasthan often seemed rather remote. In addition to the broad urban and rural part of the survey, a fairly extensive

house-to-house survey was conducted in Jaipur. Numerous other meetings were also conducted with groups of teachers. Another important aspect of the survey was the interviews held with each of the 26 teaching departments at the University of Rajasthan, with a number of colleges, and with the University of Jodhpur and the University of Udaipur.

Five months of intensive planning and work provided the data which was to result in the preparation of a 141 page report published under the title, *Continuing Education at the University – A plan for the University of Rajasthan.*

B. THE RECOMMENDATIONS

An extensive list of recommendations was made in this report. The findings of the survey suggested at least five major program areas for the university to explore. Firstly, it was suggested that the need for an expanded university extension program of courses and lectures was obvious in a wide range of offerings. These were by and large not concerned with the obtaining of degrees.

Secondly, the study indicated a widespread need for continuing education for professional groups. Teachers said they needed refresher and improvement courses. Continuing professional education for business and industry, for public administration, for the health services, for the engineering professions and many other groups were requested to help professionals in these fields improve their qualifications and keep abreast of advancing knowledge.

A third group of recommendations urged the university to explore the possibilities of developing diploma and degree programs in adult education. The rapidly expanding number of educational activities for adults in India calls for increased facilities to train professional adult educators both as administrators and teachers. An M.A. Program would prepare professionals in this field and would, at the same time, make a significant contribution to this gradually developing academic discipline in India. This report also encouraged the establishment of a state association of adult education as well as a national association of university extension.

The fourth area dealt with the impressive potentialities of correspondence instruction as a proven method of education. It was recommended that the University study the possibilities of setting up a correspondence program which could extend the opportunity for formal study at relatively low cost to every segment and locale of the State.

Finally, the recommendations recognized that many employed persons desire opportunities of higher education. After-hour classes or an evening college established for the specific purpose of providing instruction leading toward a degree, was seen as an urgent need, particularly for teachers. While a few evening colleges already were operating in Rajasthan, the report concluded that the University and its affiliated colleges had remained detached from this work. The recommendations urged that consideration be given to setting up an Evening College at the University. It was pointed out that since the curriculum of both day and evening programs generally would be the same, and since the same qualifying examinations would be required, there need be no concern about adequate academic standards being maintained. There would be economy in utilizing the same classroom and administrative facilities.

The report of the Canadian Advisers also proposed a number of supporting facilities. The importance of libraries in continuing education was emphasized. The real success of the entire adult education movement is directly dependent on a properly organized and efficiently operated modern library system, which was seen mainly as the responsibility of the State. However, the paucity of reference material available in India to aid teachers and students in adult education made it imperative that the University develop a library of material related to the academic field of adult education, particularly to support a diploma or M.A. program.

Considerable attention was given to the importance of residential education. The practice of adults meeting in a residential setting is a centuries old custom in India as illustrated by the *ashram*. State and Central Governments have recognized the value of residential training centres for various purposes and personnel. While universities in India provide hostel facilities for a limited number of their regular students, these facilities are available to adults only during students' vacation time. The Canadian Advisers proposed that plans be formulated for a residential Centre for Continuing Education on the University campus.

Audio-visual aids to assist the learning process were seen as important to the University. The development of a well-equipped audio-visual centre was urged. The report recommended that the Department conducting Extension activities should be more appropriately called "The Institute of Continuing Education" because an Institute better describes its inter-departmental character and function and because the term Continuing Education embraces all aspects of higher adult education. However, the broader name was only a suggestion to illustrate the utility of finding the term which connotes more adequately the inter-disciplinary "umbrella" function which can be performed at the University by a division devoted to adult education.

Conducting the survey and working out the plan of action were essential and demanding tasks. Dr. John K. Friesen and Dr. James A. Draper, the Canadian Advisers who carried out the study, prepared a published report which became a handbook for organization of adult education not only at the University of Rajasthan, but also at other Indian universities as well.

C. PHASING OF THE PLAN

It was obvious that limited financial and personnel resources were at the disposal of the University and its Department of Adult Education. It was necessary for the University to marshall its resources in the most effective manner and to weigh critically the needs uncovered by the survey. To this end, the plan proposed a sequence for the development of these activities, influenced to a large extent by the frequency of expressed needs for services as revealed by the survey.

The University already had submitted its proposals for India's Fourth Five Year Plan. In submitting their plan for continuing education at the University, the Canadian Advisers also proposed target dates to coincide with the Five Year Plan, 1966 – 1971.

By 1966, it was suggested, a number of general and special programs would have been developed. The University should have studied and made recommendations on the feasibility of correspondence and evening college programs. Building plans for the Centre for Continuing Education should be

completed. Two staff members should be sent abroad for study tours. In addition, by 1966 a plan for a Masters program in adult education should be ready for consideration.

One of the targets for the next period, 1966 to 1968, was the formation of a state association of extension workers. The programs of correspondence study, and evening colleges should have been initiated and the Centre for Continuing Education should have been completed. During this period, an M.A. program in adult education and short term training courses for adult education workers should have commenced.

It was suggested that during the final phase, 1968 to 1971, the Institute for Continuing Education should develop into an effective and competently staffed organization engaged in a comprehensive program. There should then be more specialization in the programs appropriate for the University, with encouragement given to other agencies to take up those areas which they are best suited to do.

It was suggested that by this time too there should be an active National Association of University Extension. Well qualified staff should be teaching the adult education degree program. The minimum staff by 1971 should include a Director and two deputies, plus nine program organizers, a librarian, technician, administrative assistant, and audio-visual operator.

The plan was seen as a guide for future developments. The next step was for the University to refine its goals in continuing education and to establish priorities.

CHAPTER 6

Phase Two: The Follow-Up

Following the submission of the report by the Canadian Advisers, the University undertook a serious study of many of the major recommendations. In each case the advice of the Canadians was sought. Sometimes the Canadians were asked to serve as chairmen of study committees. A series of reports were produced by the University of Rajasthan and distributed widely throughout India.

During this period, Dr. Friesen completed his tour of service and returned to Canada to be replaced by Dr. J. Roby Kidd. Dr. Draper remained in Rajasthan for a second term.

A. CORRESPONDENCE STUDY

In October of 1965 a university committee was appointed to draw up a plan for correspondence study. The resultant report was received by the University Syndicate on November 24 and all recommendations were approved. These recommendations involved the establishment of a special Institute of Correspondence Study at the University, providing courses in Arts and Commerce subjects at the undergraduate level in the Hindi medium. Later, courses might be provided in Science and Engineering and in the medium of English or some other language if there was an adequate demand for it.

The Syndicate, in addition to approving these recommendations, also appointed an implementation committee to take action. This committee worked out the budget and the staffing required and the University made official representation to the University Grants Commission. During the next few years there were several modifications made to the plan and subsequent representations to Government clarified questions which had been raised.

B. EVENING COLLEGES

A special university committee was appointed to study the possibility of developing evening colleges in Rajasthan. The November 1965 meeting of the University Syndicate accepted all recommendations of this committee and struck another committee to take appropriate action.

The main proposal was that the University of Rajasthan should take the initiative in offering courses in Arts, Commerce and Science in the evening in Jaipur. The University should assist the efforts of colleges. A number of specific cities were designated as places where a start could be made with a few evening courses. The report emphasized the kinds of standards which should prevail if sound education was to be offered.

In April of 1966 the committee made proposals for starting evening classes in Jaipur. A sub-committee was appointed to study the time required to instruct science courses in the evening.

The cornerstone laying at the University of Rajasthan for the Centre for Continuing Education on December 23, 1965 by the Honourable D.R. Michener, Canadian High Commissioner for India.

C. CENTRE FOR CONTINUING EDUCATION

During 1965 many discussions were initiated about the proposal to construct a Centre for Continuing Education on the main campus of the University of Rajasthan using Canadian counterpart funds held in India. An informal assurance was received from Canada that she would support such a request when received through official channels. The Chief Minister of Rajasthan gave assurance that the State Government would commit itself to its share of the annual maintainance and staff costs for such a Centre. A plan was evolved for a design competition among the leading architects of India. The objectives and activities for a Centre were described in detail.

The November 1965 meeting of the University Syndicate resolved that a request be made for funds to construct and operate the Centre, and several alternative sites were chosen for the buildings. A special committee which included community representatives was appointed to promote the project.

December 23, 1965, was a day of great ceremony on the Jaipur campus. His Excellency the High Commissioner for Canada, Mr. Roland Michener, visited the University of Rajasthan to lay the Foundation Stone for the proposed Centre and to pledge Canadian support.

By April of 1966 the basic requirements had been calculated and the University of Rajasthan submitted to the Ministry of Education the official proposal with a request for Rs.20 Lacs (about $291,000.) to cover the cost of constructing and equipping the Centre. The University continued to press the matter but it increasingly became clear that war and famine had placed abnormal strains on the Indian economy and that it would be some time before funds could be found for the construction of such a Centre.

A visiting committee of the University Grants Commission met at Jaipur in March of 1967 and received an alternative proposal which had been worked out by the University with the assistance of the Canadian Advisers. The construction of the Centre was separated from its activities and the concept of a "nucleus Centre for Continuing Education" was introduced. The rationale for the nucleus Centre was that the kind of activities envisaged for the Centre need not all await the construction of residential and classroom facilities. A start could be made on activities which could make use of the existing campus and community facilities.

The funds requested for this interim arrangement provided for the gradual building of program and administrative staff to organize conferences, seminars, short courses and summer institutes. By the summer of 1967 the University was ready to advertise for a person to take charge of the Centre program.

D. DEGREE PROGRAM IN ADULT EDUCATION

Early in 1966 approval was given by the University Syndicate for the development of a syllabus of courses on adult education. Because of their training and experience, the Canadian Advisers undertook the bulk of this task. A broad range of studies was designed and proposals were presented for adult education courses leading to an M.A. degree, to an M.Litt. degree, to a Certificate in Adult Education and for correspondence courses in adult education. This new program had to be guided through the appropriate faculty and through the Academic Council.

The main concern of the University seemed to rest on the matter of employment opportunities for graduates of the program. The prospective candidates for adult education courses were described as being those who may be wishing to have a full-time career in some field which may be described as adult education, or those whose work might never be called adult education but who in an important part of their career are concerned with the education of adults.

Eventually approval was given to start with a graduate course leading to a diploma in Adult Education. It was agreed that such a one-year program would quickly produce specialists whose employability would guide the future development of Master's degree programs.

E. INSTITUTE FOR CONTINUING EDUCATION

When Dr. M.S. Mehta retired from office and was replaced by Professor M.V. Mathur as Vice-Chancellor in January of 1966, there were a great number of proposals in adult education which had been approved in principle but which still required much work if they were to be implemented. Since many of these developments were not traditional for the Indian university, their organization within the structure of the University had to be considered.

The concept of a broad "umbrella" organization to administer and coordinate the many facets of adult and continuing education had first been introduced in the original 1965 report. Subsequent Advisers gave further support to this type of organizational arrangement. .

On a number of occasions the newly appointed Vice- Chancellor, Prof. M.V. Mathur, provided opportunities for the Canadian Advisers to spell out proposals for the organization of adult education activities at the University, based on the experience of other countries and modified in the light of the traditions and needs of India.

Each time the organizational pattern was reviewed, the same basic structure seemed to be appropriate. One paramount School, Institute, Division or Department should be charged with the responsibility for all university activities which were designed in the main for adult or part-time students. The name was not so important as the function. Since there is a special competence required for organizing and administering educational activities which are intended for people who are not full-time or traditional students, but who have adult responsibilities and a longer life experience, it seemed to make good sense administratively and educationally to cluster these sorts of activities within a specialized unit of the University.

This specialized unit was seen to contain a number of divisions or wings such as: the traditional extension classes and lectures; continuing professional education; residential conferences and short courses; evening college or part-time studies for adults; correspondence studies; as well as continuing research and teaching in the field of adult education. It was pointed out that this sort of unit performs activities unlike those of any other department on campus.

F. THE UNIVERSITY AND LITERACY

Because illiteracy is one of the major problems being tackled by the whole nation, it is to be expected that universities also will be called upon to play their role. A university has a unique and appropriate role to play; one which can be supportive of other agencies working to promote literacy. The Canadian Advisers, in concert with the Director and staff of the De-

Right: Literacy classes are organized by both public and private agencies. At dusk all over Rajasthan groups of men and women meet separately to practice reading and writing skills.

partment of Adult Education, worked out this role and used it as a guide in program planning, since the Department had a concern about literacy as it does about any major learning activity of adults.

One of the appropriate responsibilities of the University is to organize training programs for supervisors and administrators and because the task is so huge, it seems appropriate that the University train the trainers who would in turn train the teachers of literacy classes. Evaluation and research are the speciality of a university and it should both prepare personnel for fact finding and evaluation and undertake studies as well. The University might well conduct pilot projects as demonstrations and as research studies.

Another function is that of consultation and advice in the planning of literacy programs and in the preparation of materials, bringing to bear upon the literacy program all the expertise of the University.

All of these responsibilities were tested out when the Director of the Department of Adult Education, Mr. U.S. Gour, and the Canadian Advisers conducted a number of training programs for administrators and supervisors, provided counsel to the State officers responsible for the literacy program, and carried out a field survey to test the effectiveness of programing. As a corollary it was clarified that costs for literacy work should be borne by the Government and not be a drain upon scarce University funds.

G. EDUCATION AND NATIONAL DEVELOPMENT

For two years a national Education Commission composed of outstanding Indian educationalists, assisted by foreign experts, studied the needs of India and prepared a blueprint for education over the next decade.

Naturally the Department of Adult Education saw its task primarily as that of developing adult education in Rajasthan. However, it was interested also in fostering sound developments elsewhere in India. When Dr. Kidd was asked to take part in the studies of the Commission he agreed to do so and eventually he was asked to draft the main recommendations on adult education for the Commission Report which was published in 1966.

Chapter XVII of the Commission Report dealt with Adult Education and made 29 recommendations dealing with eradicating illiteracy within 20 years, encouraging "institutions of all types and grades" to throw open their doors outside working hours to provide instruction to adults, supporting the widespread organization of correspondence courses and the establishment of a network of libraries, and encouraging (in both financial and technical terms) voluntary agencies working in the field of adult education.

Finally, the Report recommended that all universities assume a larger responsibility for educating adults, and set up Departments of Adult Education.

The example provided by the University of Rajasthan was beginning to receive nation-wide recognition.

CHAPTER 7

Phase Three: Demonstration

In the summer of 1966, Dr. Draper and Dr. Kidd completed their assignment and were replaced as Advisers by Mr. William L. Day and Mr. Knute Buttedahl. They picked up the major proposals and continued to work for their implementation because they were considered as fundamental to the permanent establishment of adult education at the University of Rajasthan. At the same time Canadian support increasingly was being concentrated upon the development and expansion of the more traditional functions of the Department of Adult Education – that of organizing lectures and courses for the general public. The Canadians worked with their Indian colleagues and together they organized a mass of activity which demonstrated the enormous potential for programing with even a small staff. These activities also established models for future development.

A. METHODS AND TECHNIQUES

During the four years of Canadian involvement, a variety of teaching techniques and devices were introduced into the Rajasthan program. While the extension lecture is a traditional form in India the use of true discussion is rare except within a peer group. Yet, when this technique was applied, very productive discussion would result. The same positive reaction was evidenced whenever an unfamiliar technique was introduced. The Advisers were provided with ample proof that tested techniques of instructing adults are just as effective and valid in India as in Western cultures.

B. SUBJECT MATTER AND RESOURCE PEOPLE

The survey in 1965 produced a long list of courses suggested by the University faculty - over 170 ideas. When coupled with the educational needs uncovered in the survey, these ideas are sufficient to keep a well-staffed Institute of Continuing Education busy for many decades. All departments of the University expressed a willingness to be involved in extension activities. To the Advisers it seemed important that every university teaching department share in the total adult education program, and a deliberate attempt was made to involve all teaching departments in at least one adult program. The response from faculty was heartening and supportive and there was dissappointment whenever a program had to be cancelled because of insufficient registration.

On the basis of this experience, there was no doubt that the teaching staff of the University of Rajasthan had a capacity to produce practical program suggestions for adult education, backed up with a willingness to get involved in the education of adults, provided the Department of Adult Education gave leadership and guidance.

The Department itself demonstrated that it had the experience and capacity to teach courses in adult education methods and techniques. It demonstrated successfully its ability to conduct programs on literacy techniques, extension methods for family planning programs, leadership and human relations training, and adult education methods and techniques. As more program staff are added to the Department and as their experience grows, this competence will increase.

C. CLIENTELE

Adult education developments at the University were bound to spark requests from the community for programs to meet special needs. Although school teachers and the more sophisticated public had taken advantage in the past of extension lectures and summer institutes, there was now evidence of interest in other segments of the community.

> As Dr. M.S. Mehta stated in his preface to the 1965 survey and plan:
> Various streams of people need this help. There are those who had, for some reason, felt obliged to discontinue regular studies. They desire to renew their interest in knowledge even while following their vocations. Others would be keen to increase their professional skill and thereby improve their material prospects. There is always a section of society who wish to acquire knowledge for its own sake. They love learning and take active interest in cultural, national and international affairs. There is the society's interest in offering opportunity of extending knowledge in some professions–for example, agricultural improvement in connection with the food problem, training of teachers, the specialization of doctors, engineers, scientists, technicians, technologists, etc. etc. There is thus a very large number and variety of situations which call for constructive or remedial action for the education or further education or re-education of adult people.

For any university program of adult education to be fully responsive to the needs of society, it is necessary to bring the intellectual resources of the institution to every appropriate section of the community. This conviction was demonstrated by the Department in organizing programs for a wider cross-section of the Jaipur community and in its gradual development of special programs for professional groups, such as engineers, administrators, civil servants, businessmen, teachers, cooperative and credit union staff, health and family planning workers. The Department launched a special program for women which met with great success and is expanding as rapidly as resources permit. These are but a few of a growing number of groups for whom special programs have been designed. One gratifying result of this expanded offering is the demand for additional programs by those who have had their first taste of continuing education.

D. LOCATION AND TIMING

It has been obvious to many who are involved in adult education that if the University is to extend intellectually into the community, it also must physically take its programs out to the people. While the campus is a place of beauty and prestige, its seminar and classroom space is under strain to cope with a growing student population. The difficulty of transportation is another factor for many participants. While many adult education programs still take place on the campus, the experience of increased enrolments in programs run in colleges, schools and other public buildings located close to the heavier concentration of population, has supported the contention that the University must be prepared to go out to the people.

Experiments with morning, afternoon and evening programs have proved the potential for programing at all times of the day. The Advisers also were convinced by their experience that carefully designed programs can be

successful throughout the week and on weekends. It was most apparent that a program which meets the needs of participants can be assured of customers even during the intense heat of the summer, or the dampness of the monsoons. The appropriateness of the program is a stronger factor in its success than either the hour or the season. The main constraint is the paucity of staff to organize and manage the large number of programs which could be possible.

E. ADVERTISING

Adequate and appropriate advertising and publicity is one key to enrolment in any adult education program. Institutions around the world have experienced the dissappointment of offering exciting and meaningful adult programs and having very few students enrol in them. Rajasthan shared the same experience. The advertising budget for programs organized by the Department was utterly inadequate and often non-existent. What few rupees were found for this purpose did not seem to attract any increasing number of students. The difficulty faced in devising effective ways of informing prospective students about the adult education programs which were being offered seemed to suggest a need for experimentation.

Since there were no university funds available for any advertising experiment, the Project found some money for this purpose. Handbills describing the Department program were printed in both English and Hindi and enclosed in the locally popular newspapers before delivery to subscribers. Thousands of literate people in Jaipur saw the announcement. A survey of all enrolled students revealed that many had responded to the handbills. The net result was a threefold increase in enrolment.

Several other conclusions resulted from the experiment. The adult students suggested that three weeks was the appropriate advance notice to give to any course of study. The use of advertising slides in cinemas for the preceding six weeks was proposed by the students as an effective stimulant to general interest prior to more specific printed advertising. Although this was a relatively simple experiment, it has had a profound impact on the publicity program of the Department.

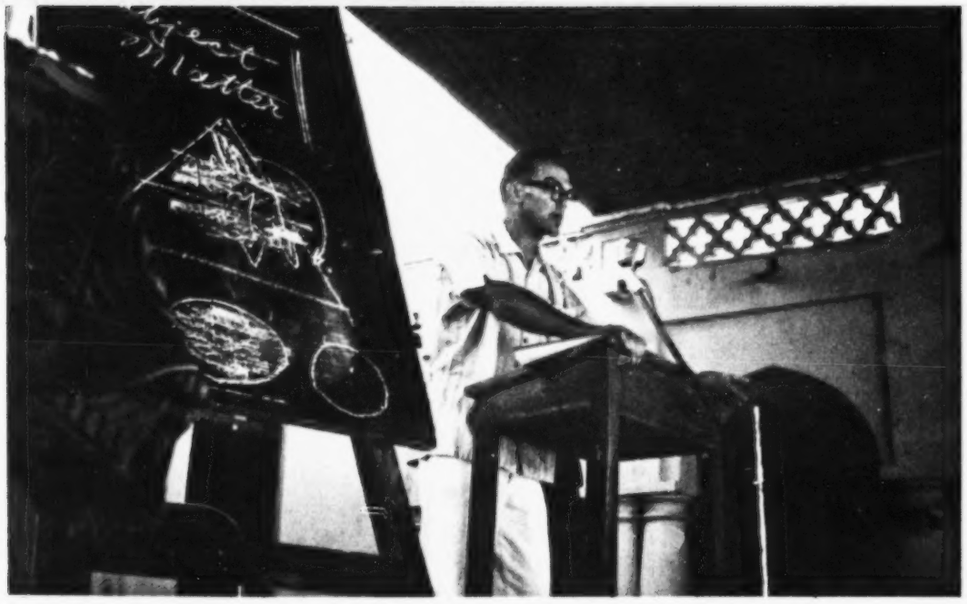
F. FEES

Similar to the experience of many other countries, India has had the tradition that education is something provided free or inexpensively by the state or by welfare agencies. The social benefits of education are not to be denied and the responsibility by the state in this matter is accepted universally. However, it was quite clear that the scarce resources of the University could restrict the quantity of adult education programing. The tradition of the Department of Adult Education having to seek the Registrar's approval for every single program was a cumbersome and often defeating procedure. The Advisers made the case for the Department assuming responsibility for administering its own sanctioned budget. Such flexibility would enable the Department to use the surplus revenue from one program to subsidize the expense of other equally important programs.

Vice-Chancellor Mathur was very supportive of allowing the Department of Adult Education to experiment with its own procedures and administrative arrangements since he recognized the non-traditional nature of adult education programing. This support was an extension of the Vice-Chancellor's concern with improving the administrative functions of the University. However, modifications were constrained by the lack of venturesomeness on the part of administrators in the Department.

The tradition of providing extension lectures free to the general public and of making only a token charge for certain other courses, was a tradition which the Advisers felt should be challenged. On the hunch that even in India many people are willing to pay for a well organized adult program which meets their needs, the Advisers continually encouraged the Department to experiment with the fee structure of certain courses, thus reducing pressure on scarce University resources and Government grants. Moderate success was achieved and the Advisers are hopeful that as a result, adult educators will be emboldened to overcome the strong cultural inhibition about charging for education.

A familiar sight in Rajasthan, preparing ground for seeding. Both camels and bullocks are used for plowing.



Canadian Adviser Bill Day presents lecture at literacy workshop.

CHAPTER 8

Phase Four: Implementation

A. DIPLOMA IN ADULT EDUCATION

The post-graduate program in Adult Education was approved by the University of Rajasthan and the first class of 15 students got under way on September 1, 1967. Because this was the first professional program in Adult Education in the whole of India, it was advertised far and wide. The Project undertook to print a large quantity of announcements for distribution all over India and South East Asia.

The University of Rajasthan advertised on several occasions for a Reader (equivalent of an Assistant Professor in Canada) to head up the teaching program. In the meantime, the program was handled by the senior staff of the Department of Adult Education with the assistance of other faculty and of the Canadians.

In June of 1967, Glen A. Eyford arrived in Jaipur to take over from Mr. Day and Mr. Buttedahl as Adviser to the Project. Mr. Eyford was committed very heavily in planning and teaching the Diploma program. Early in 1968, Dr. Allen M. Tough was assigned to the Project for several months to underpin the teaching program, since the University had not yet appointed a Reader.

In July of 1968, after the Canadian Advisers had left India, the second class got under way with 20 students. Many enquiries were received from outside India and several non-Indian students were accepted into the Diploma program.

Although the University still has been unable to secure a permanent teacher for the program, on August 19, 1968, the Director of Adult Education retired from that position and was assigned to work as Reader and Head of the newly created Adult Education Teaching Wing until the end of the current academic session.

Thus, the teaching of adult education has a firm foot-hold at the University of Rajasthan. The University Syndicate has created a Teaching Wing. The position of Reader and the necessary budget provisions have been established. There is evidence of much interest and of there being a number of potential candidates for succeeding classes. Support for a full-fledged M.A. program in Adult Education already has been indicated and undoubtedly such a program will develop in the future.

B. EVENING COLLEGES

The possibilities of evening studies for students who must work during the daytime is still an active proposal at the University of Rajasthan. In July of 1967 the Commerce College in Jaipur commenced a three-year post-graduate Diploma program conducted in the evenings. The potential for other courses of study in the evening is large and it is to be hoped that the University will continue its study of this type of program.

C. CORRESPONDENCE STUDIES

In the spring of 1968, the University Grants Commission sanctioned a four-year grant of up to Rs. 5 lacs (about $73,000) to the University of Rajasthan to support Correspondence Courses. In the light of the many demands for new educational developments being placed upon the limited national resources available for education, this decision by the University Grants Commission, supported by the Ministry of Education and the Ministry of Finance, is of special national significance.

The initial program will be in Commerce and will lead to a B. Com. degree. The course will be written in the Hindi medium. An acting director has been appointed and Dr. M.L. Mishra has taken up these duties. There is provision for appointing a director, two readers and three lecturers. Office and work space have been made available for the Institute of Correspondence Studies and the first study lessons are being prepared.

To launch the program, some 300 announcements were inserted in newspapers throughout India. Over 3,000 enquiries were received by the end of August. The Acting Director estimates that approximately 500 candidates can be accepted during the first term.

It is obvious that through this program the University of Rajasthan can make a tremendous national contribution. Coupled with the correspondence program already flourishing at the University of Delhi, the die is cast in India for a significant new development in higher education.

D. CENTRE FOR CONTINUING EDUCATION

While construction of a residential Centre may need to await inclusion in India's long range financial plan, it is very significant that the type of adult programing associated with such a Centre has been accepted in principle by the University Grants Commission.

Funds have now been found to establish the "nucleus" of a Centre for Continuing Education. In July of 1968 the University Syndicate approved

the appointment of Mr. L.R. Shah as Director-in-charge of the Centre. Mr. Shah has served for many years as Administrative Secretary to the Vice-Chancellor and in 1966–67 received a fellowship from Canada to study adult education at The University of British Columbia and visit other Canadian and European institutions.

The appointment of a director and ancillary staff for the Centre, makes it possible for the University to organize refresher and continuing education courses using existing campus and community facilities. While the shortage of space will place some restrictions upon the scope of these programs, it now is possible to experiment and develop the nucleus of a program which can be transferred into the residential Centre for Continuing Education when one day its construction becomes a reality.

This is a pioneering effort which will be watched carefully by other universities. A whole new concept of university continuing education has now been introduced in India.

E. INSTITUTE FOR CONTINUING EDUCATION

The decision taken by the University Syndicate in July 1968 created the skeleton of an organization which assures the University of Rajasthan for many years to come of being the paramount organization for university adult education in India.

Although no name for the "umbrella" organization has yet been decided upon, the Syndicate did establish four wings which took effect on August 20, 1968. The Notification describes the organization as follows:

a) Adult Education Extension (non-teaching) Wing - to be headed for the time being by an Associate Director;

b) Adult Education - Teaching Wing - to be headed for the time being by a Reader;

c) Centre for Continuing Education (non-teaching) - to be headed for the time being by an Associate Director; and

d) Correspondence Course Wing - to be headed by a Professor-Reader.

The order also provided that for the time being Mr. U.S. Gour (who retired as Director of the Department of Adult Education) will act as Coordinator for all the four wings.

Taking over as Director-in-charge of the Adult Education Extension Wing is Mrs. C.K. Dandiya, who for four years has been serving as Assistant Director of the Department of Adult Education. Mrs. Dandiya studied adult education at The University of British Columbia and in other Canadian institutions for six months in 1966 on a Colombo Plan Fellowship from Canada.

In the opinion of the Canadian Advisers this type of organization provides appropriate recognition of the interrelatedness of adult education activities within a university and allows for needed flexibility for future developments.

CHAPTER 9

Ancillary Developments

As might be expected, there have been numerous worthwhile activities and developments ancillary to the prime objective of the Canadian Project "to assist in the development of the Department of Adult Education, University of Rajasthan...". What follows is only a brief sketch to illustrate the broad impact which a Project of this nature can have. Some of these developments were encouraged deliberately by the Canadian Advisers because they were seen to be supportive of the work being done by the University of Rajasthan. The catalytic effect of new developments at the University of Rajasthan encouraged other things to happen. Finally, things happened because experienced and dedicated adult educators by chance were at the right place at the right time to be able to help out with events beyond the strict confines of the Project.

A. GROWTH OF ORGANIZATIONS

Soon after the Project began, two outstanding events took place under the sponsorship of the Indian Adult Education Association and the University of Rajasthan, with financial support from the University Grants Commission. In April 1965, a Conference on Adult Education held at Mount Abu, Rajasthan, brought together about forty National and State leaders in Adult Education. The five days of addresses and discussions ranged over a broad spectrum of interest and the participants decided to frame what could be termed a national declaration of faith and resolve.

Two months later at Bhopal came the Conference on University Adult Education which was organized as a companion to the Mount Abu Conference. Some 44 participants discussed in greater depth the subject of the role of the university in adult education. Resolutions were formulated which urged universities to assume an increasing role in the education of adults. The conference also decided to set up an organization on University Adult Education and named an organizing committee.

On the first day of May 1967, the University Adult Education Association came into being to promote university adult education; to exchange information and experience; to hold conferences; to conduct research; to undertake publications; and to accomplish a number of other objectives. Several University Vice-Chancellors became charter members. While the Canadian Advisers pressed for this action and gave whatever encouragement and assistance they could, it should be noted that this organization was brought into existence mainly through the efforts of dedicated Indian Adult Educators.

To the Advisers it appeared useful to have a volunteer organization of adult educators at the State level. A two-day conference in Jaipur in early 1966 was followed by the organization of the Rajasthan Adult Education Association. The University Department of Adult Education took on the role of secretariat.

The Canadians continually encouraged those who have responsibility for organizing or teaching programs for adults, to band together for the purpose of exchanging information, sharing experience, and providing inspiration to undertake new projects. At the local level, we are aware of three Councils being organized in Rajasthan. In 1966, the Bikaner Adult Education Council was formed as a voluntary agency to organize a variety of programs in that district. Following a workshop for Headmasters in 1967, a voluntary group organized into the Jaipur Adult Education Council to operate an adult program in the city. In 1968 a District Adult Education Council was established in Bhilwara. Again, the Advisers provided encouragement to this type of development for the reason that while the University can provide leadership, it is not appropriate for the University to assume responsibility for all phases of adult education. Other agencies in the community must be encouraged to play their part and to assume whatever functions are appropriate to them.

B. PRIVATE CANADIAN CONTRIBUTIONS

The Advisers have been the focal point for many enquiries from Canadians who wanted to help. The University of Rajasthan, other institutions, and private welfare groups have been the recipients of considerable aid from Canadian and other individuals and private groups.

A private trust to which 32 individuals contributed $2,200 provided funds for a variety of expenditures which were not covered by the project contract or by the University of Rajasthan.

Books and other publications, office equipment, and mimeograph paper, were contributed by the Overseas Institute of Canada, the Canadian Association for Adult Education, the Center for the Study of Liberal Education for Adults (Boston), Encyclopaedia Britannica (Chicago), MacMillan Bloedel Limited, Coast Paper Limited, Thomson Foundation (London), and the U.B.C. Extension Department.

The British Columbia Credit Union League contributed almost $4,000 which supported three major projects. It financed a special one month course in Jaipur for 20 senior officers from cooperative societies and village councils. It provided 40 transistor radios to village listening clubs scattered over Rajasthan. It financed the purchase of sewing machines for women's literacy classes in the desert region of Bikaner.

The University Women's Club of Vancouver supported a nursery school. The Vancouver Business and Professional Women's Club contributed towards secretarial assistance in Jaipur. The National Film Board donated to the University of Rajasthan a large shipment of films which had been withdrawn from circulation.

U.B.C. Extension staff and others donated funds, clothing and a knitting machine to a slum welfare project in Jaipur, to which each Adviser also has given personal support.

The list grows long and is indicative of the sincere desire to help. It was a pleasant task for the Canadian Advisers to spark and coordinate this demonstration of goodwill between people.

C. SUPPORT FOR CUSO

The Advisers had opportunity to view at first hand the work of the volunteer workers associated with Canadian University Service Overseas. It also was their pleasure to provide accommodation and hospitality and other assistance to volunteers who visited Jaipur. During the final year of the Project, CUSO organized a number of educational conferences. Our Adviser, Mr. Eyford, is a specialist in group skills and his services were made available to CUSO. He conducted a conference in Jaipur for CUSO medical volunteers. In New Delhi he participated in a conference of agricultural volunteers. Mr. Eyford took part in a conference for English teachers in Chandigarh, and in Jaipur he assisted with the annual CUSO-India Conference.

In Canada, one of the returned Advisers was involved with CUSO as Director of the 1968 CUSO Asian Orientation Program conducted at The University of British Columbia.

D. VOLUNTEERS IN THE PROJECT

An extra dividend to Rajasthan was the contribution of several volunteers. Mr. B.H. Vernon Crew of the Extra-Mural Department of Australia's National University at Canberra served as staff associate with the Department of Adult Education for the period from September 1965 to January 1966. Mr. Crew contributed a part of his sabbatical leave to work with the Project Advisers.

During the spring of 1966 two Canadians in Jaipur volunteered their services to the Project. Mr. Earl Rosen and Mr. Bruce Kidd gave assistance in course planning, field trips, the library, and in publications.

In September 1966, the Project acquired the services of Miss Jean Simmonds of Toronto. Miss Simmonds was serving as a CUSO volunteer in India and undertook the task of administrative assistant in the Project office. She gave a year of skillful and devoted service to the Advisers until she was posted elsewhere on another assignment.

In February of 1967, Dr. A.A. Liveright, the Director of the Center for the Study of Liberal Education for Adults, Boston University, agreed to stop over in Rajasthan for two weeks en route to consultative assignments in Hong Kong and New Zealand. He undertook a number of assignments on behalf of the Project, including the particularly vital task of evaluating the progress of adult education at the University of Rajasthan and reporting this to officers and faculty of the University.

E. CONSULTATION

During four years there developed a sizeable list of requests from other institutions, government agencies, and community groups, for advice and

information. Each Adviser has fulfilled dozens of speaking engagements and provided information to countless individuals.

One particular group which deserves mention and which has received continuing support from the Advisers, is the India-Canada Society of Jaipur. Taking care to ensure that Indians were undertaking the prime leadership roles, the Advisers have provided encouragement and support. This Society has organized many outstanding projects. In January of 1967 it produced a three-day Canada Centennial Exhibit and Film Festival attended by more than 1700 people. The Canadian High Commissioner and the Governor of Rajasthan attended the opening ceremonies. In 1968 the Society organized a two-day seminar on India-Canada Collaboration in Education and Trade. Many other education activities have been promoted by this eager group, including numerous showings of Canadian films procured through the Office of the Canadian High Commissioner.

The Canadians have been cordially accepted into the academic community and worked and participated in many University activities such as faculty seminars and study committees.

Other universities in India have taken notice of the developments at Rajasthan. Officers from a number of universities visited Jaipur and looked at the Department of Adult Education. During the final year of the Project our Adviser was made available to all universities in India at Canadian expense. Two universities accepted this invitation but arrangements could

University of Rajasthan professors' quarters which were provided for the use of the Canadian Advisers.

be concluded with only one, the University of Madurai. The Canadian Adviser, Professor Eyford, spent four days in Madurai. He conducted a short course for university staff on methods and principles of adult education, and consulted with the university administration and related colleges on the development of extension programs.

In the meantime, the University Adult Education Association worked out a proposal which has been submitted to the Ministry of Education. It proposed that Canada be requested to provide Advisers for short-term consultation on adult education to any university in India which indicates interest. As the Rajasthan Project drew to a close, the University Adult Education Association reported that it intends to continue pursuing this new proposal.

F. EQUIPMENT

To facilitate the functioning of the Project headquarters at the Jaipur campus, several items of office equipment were shipped from Canada, as provided under the Contract. Several typewriters, a duplicating machine, and minor office equipment equipped the offices of the Advisers. At the conclusion of the Project, all these items were handed over officially to the University of Rajasthan, Department of Adult Education. This was a welcome addition to the scarce equipment available to a growing Department.

The Project also brought in the basic equipment for a modern audio-visual establishment. A 16mm film projector, screen, transistor radio, 35mm camera, automatic film inspecting unit, tape recorder, record player, slide projector and other items including a number of replacement parts were purchased in Canada by the Project and used extensively in India. Most of the equipment was still serviceable after four years and was given to the University of Rajasthan at the conclusion of the Project for the use of the Department of Adult Education.

G. ADULT EDUCATION LIBRARY

Another major contribution by Canada to the University of Rajasthan was the building up of a fairly large library of some 200 adult education textbooks, dozens of journals and other materials purchased from a variety of sources around the world. Included in this collection are most of the major publications in the field of Adult Education dealing with adult learning, adult education research, comparative adult education, and methods of programing.

Most of this material has been catalogued in the main University Library. Multiple copies of textbooks used in the Diploma Program in Adult Education have been set up in a special library in the Department of Adult Education to facilitate access by students.

Several bibliographies were published and distributed during the term of the Project. Many books were loaned to adult education workers throughout the State. A travelling kit of ten basic books on adult education was shipped around the State upon request to the Department of Adult Education.

The adult education library which has been built up at the University of Rajasthan by Canadian contributions stands second in India only to the

extensive library maintained in New Delhi by the Indian Adult Education Association.

H. PUBLICATIONS

The Advisers contributed a rich selection of articles to a variety of publications in India. The articles dealt with various aspects of adult education. Some were specially written upon request from learned journals. Others were transcripts of addresses delivered at conferences, seminars and symposia.

The Project deliberately encouraged publications. These were considered to be a vital legacy to the future of adult education in India. A number of significant volumes were published by the Rajasthan University Press and by the Department of Adult Education, and these included:

Continuing Education at the University – A Plan for the University of Rajasthan, 1965, by J.K. Friesen and J.A. Draper.

Report on Camp Conference on Adult Education held at Mount Abu, 1965 by J.K. Friesen.

Report on Conference on University Adult Education held at Bhopal, 1965, by J.K. Friesen and S.C. Dutta.

An Exploratory Educational Survey of the Panchayati Raj (Development) Officers in the State of Rajasthan, 1965, by J.A. Draper and O.P. Shrivastava.

Report of Seminar on Cooperation and Planning, 1966, by J.A. Draper.

In addition, the Department of Adult Education with the assistance of the Advisers, commenced publication of the periodical *Prasar* which is distributed free to adult education workers in the State. *Prasar* is intended to exchange information about program ideas and about adult education developments in Rajasthan.

Considered to be the most significant contribution to Indian literature on adult education was the translation into Hindi and the publication by the Indian Adult Education Association in 1966 of the book *How Adults Learn,* by J.R. Kidd (1959, Association Press, New York). Through the cooperation of the author and the publishers, this became the first basic and comprehensive textbook in the field of adult learning and programing available in the Hindi language.

A companion publication, *Adult Education in India,* has been in production for some months. Both Canadian Advisers and Indian colleagues have been organizing and writing the material. Printing will commence soon and it is expected to be ready for distribution in early 1969, both in India and in Canada.

CHAPTER 10

The Seeds Are Sown

In any evaluation of the Project in Rajasthan success or failure should be measured against the objectives. Our object was "to assist in the development of the Department of Adult Education, University of Rajasthan..." To convert this into more specific terms, the Canadians established as their criterion whether or not a robust, growing, dedicated and skilled Department of Adult Education was left behind when the last Canadian closed the door of the Project office in Jaipur for the final time. Based on this criterion, the Project was undoubtedly a success.

As this report has described, the encouragement and suggestions of the Canadian Advisers have been given serious consideration. Our Indian colleagues have shown good natured forebearance with the frequent impatience of the Canadians who are accustomed to working in a more affluent setting and a different society. But things have happened in Rajasthan, in their own logical sequence and at their own pace of time.

A whole village turns out to meet the visitors from Canada.

Fundamental steps have been taken by the University of Rajasthan in order to provide a solid organizational base for the future growth of adult education. The creation of four wings, as descirbed in Chapter VIII, provides a functional base for future activitie's. The resultant addition of both staff and budget to operate these wings are harbingers of solid growth in the future.

We accept the fact that much of what we leave behind will be only a vision of what can - and - will be accomplished in years to come. Yet there also is the tangible evidence of an organizational structure to deal with adult education at the University of Rajasthan, the likes of which has not been accomplished anywhere else in India.

The seeds have been sown and the whole of India is watching the University of Rajasthan with expectation and encouragement.

While Canada and the Advisers take pride in having made significant and lasting contribution to developments at the University of Rajasthan, it is only right that we point out to the rest of the world that these things have happened because our Indian colleagues, the University, and the Nation have worked to make them happen. Any miracles will belong to India.

Appendix

THE ADVISERS

John K. Friesen, November 1, 1964 to July 31, 1965.

Director of University Extension at The University of British Columbia, 1953 – 1966. A world renowned adult educator. Travelled over much of the world on consultative and study tours. A leader in many adult education organizations. Twice on the Canadian delegation to UNESCO Conferences. He is now serving with The Population Council, assigned to Turkey but soon to take up a new assignment in Iran.

James A. Draper, November 1, 1964 to May 31, 1966.

A graduate of The University of British Columbia. Assigned to the Project after completing doctoral studies in adult education at the University of Wisconsin. Returned from Rajasthan to take up an appointment with the Saskatoon Welfare Council for a year. He is now Associate Professor of Adult Education at The Ontario Institute for Studies in Education.

J.R. (Roby) Kidd, August 15, 1965 to May 15, 1966.

On the staff of the Canadian Association for Adult Education from 1947 to 1961, serving as Director for ten years. Before assignment to Rajasthan, secretary-treasurer of the Humanities Research Council of Canada and of the Social Science Research Council of Canada. Served as consultant on adult education in a number of countries. Author of numerous books and reports on adult education. He is presently Chairman of Department of Adult Education at The Ontario Institute for Studies in Education.

Knute Buttedahl, June 1, 1966 to May 31, 1967.

Associate Director of University Extension at The University of British Columbia. Appointed to Extension in 1957 to organize study-discussion programs. Then appointed as supervisor of short courses and conferences until 1965. For five years prior to Extension, worked in race relations and human rights. He returned to his position in University Extension following his Rajasthan assignment. He returned to Rajasthan during August 1968 to wind up the Project.

William L. Day, August 1, 1966 to July 15, 1967.

Director of Adult Education for Surrey School District, one of the largest school districts in British Columbia. An adult education teacher and administrator since 1956, responsible for adult academic, vocational, cultural and recreational classes at the public school level. Has made a special study of community colleges. He returned from Rajasthan to resume his post in Surrey as Director of Adult Education.

Glen A. Eyford, June 1, 1967 to June 15, 1968.

Associate Professor and Assistant Director of Extension at the University of Alberta since 1960. From 1951 to 1957 was Provincial Supervisor for the National Film Board of Canada, followed by assignments in Iceland as audio-visual consultant to the Department of Education and as Headmaster of the American Embassy School. Was President of the Canadian Association of Departments of Extension and Summer Schools when posted to Rajasthan. Since returning to Canada, he has commenced doctoral studies in adult education at The Ontario Institute for Studies in Education.

Allen M. Tough, January 27, 1968 to April 11, 1968.

Associate Professor of Adult Education at The Ontario Institute for Studies in Education. Director of a team of researchers and an instructor in graduate courses since 1964. Granted a Ph.D. degree in Adult Education from the University of Chicago in 1964. He returned to his post as Associate Professor following his assignment in Rajasthan.

THE PROJECT DIRECTORS

John K. Friesen	November 1, 1964 to November 30, 1966.
Knute Buttedahl	December 1, 1966 to August 31, 1968.

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on Adult Education